

CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

5.1 Conclusion

The main purpose of the study was to determine the interaction between teaching technique, and motivation on students' in speaking skill. Based on the discussion from four research questions and three (3) hypotheses, it can be concluded that TPS technique is an effective learning strategy in improving students speaking skills. Furthermore, differences of motivation in learning English is also determined students speaking skills. Finally, the use of TPS collaborated with motivation in affecting students speaking skills. Based on the finding, it could be concluded that the findings answer the general research questions that is there is a significant effect of TPS technique and motivation on students' speaking skill at the tenth grade students of SMAN 12 Pekanbaru.

1.2 Implication of the Research

The TPS technique is potentially useful to encourage students of interaction with each other orally. This is a relatively low-risk and short collaborative learning structure, and it is ideal suited for instructors and students who are new to collaborative learning. In think, pair, share the teachers poses a challenging or open-ended question and give students a half to one minute to think about the question. It is important because it gives

students a chance to star answer by retrieving information for long term memory. Thus, the implication of this study are mentioned as follows;

- 1) From this research, the researcher concluded that the TPS promotes the classroom participation by encouraging a higher degree of students' response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.
- 2) Think-Pair-Share can be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.
- 3) TPS can be used to gauge conceptual understanding, filter information, draw conclusions and encourage peer learning among students.

1.3 Rekomendation

Relativeresults ofthis study which there aresome things the researcherwants to suggest among others:

1. Teacher

The writer suggests that teacher uses Think-pair-share technique as the alternative in teaching speaking. In implementing the technique teacher should pay attention to the management of the class in order to make the activity more effective. Teacher needs to explain the technique clearly so that the students can use it efficiently. By using this strategies, the students can foster their feeling to work together and they will be easier to appreciate their knowledge.

2. Students

The concern of this technique is to help students to involve in the speaking activity by composing a simple sentence to begin the conversation with appropriate pronunciation. The teacher should teach the students more about pronunciation as efficiently as possible with the limitation of time and the amount of the students, so that all of stages of Think-pair-share technique can be applied in teaching learning process.

3. School Policy-Maker

To improve the students' speaking associated with their creative skill, there are numerous people involved and engaged in it. One of them is the school policy-makers. They are required to create a great way to support the students' speaking skill such as collaboratively designing the school program with English teachers. It will stimulate them to practice their skills in English. Also, facilities that help the teaching and learning process should be provided. Hopefully, this thesis provided meaningful reference for the next researcher and those who are reading this thesis and interested in conducting the same research. Because this research has many weaknesses, especially in students' vocabulary and find meaning of the text, so the next researcher can do some way to improve those aspects. This technique can also help students in their speaking.

4. Further Researchers

Hopefully, this thesis provided meaningful reference for the further researchers and those who are reading this thesis and interested in conducting the same

research. Because this research has many weaknesses, especially in students' pronunciation , so the next researcher can do some ways to improve these aspects.

This strategy can help students in their reading not only can be used in speaking class but also on the other skills.

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